

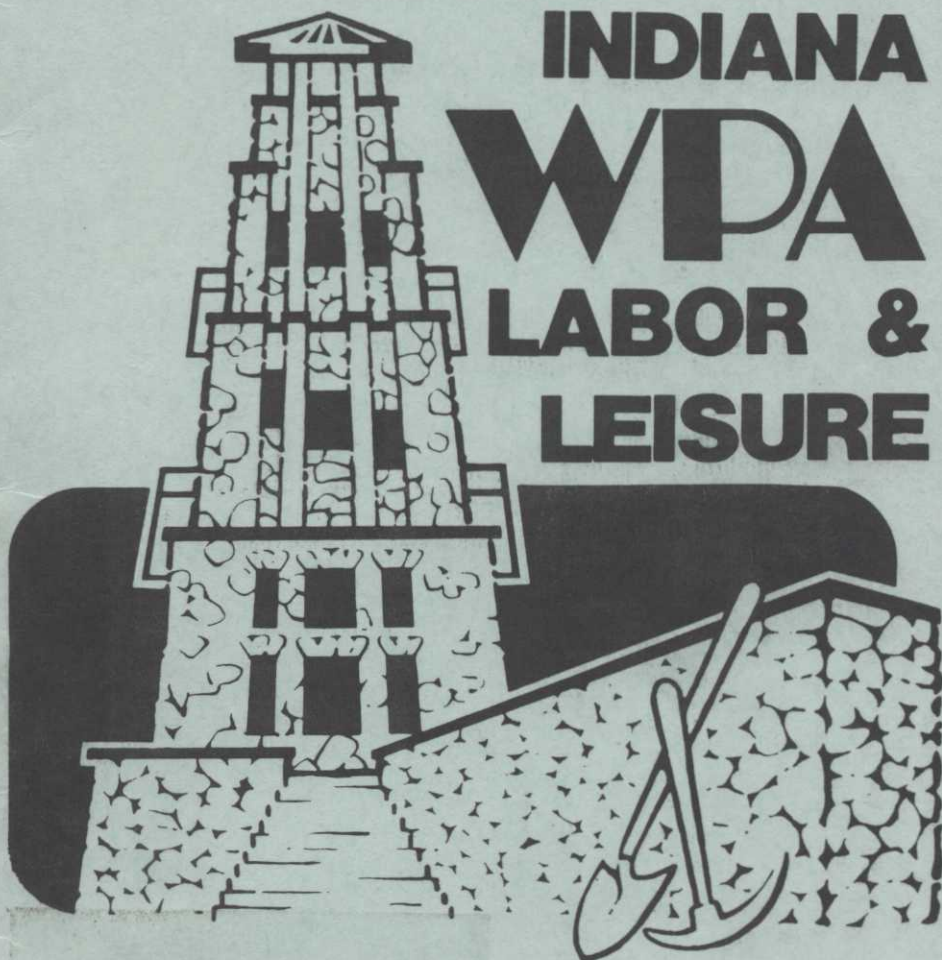
FOR REFERENCE ONLY

Compliments of:
THE RESOURCE CENTER, ICH
3135 North Meridian Street
Indianapolis, Indiana 46208

DISCUSSION GUIDE

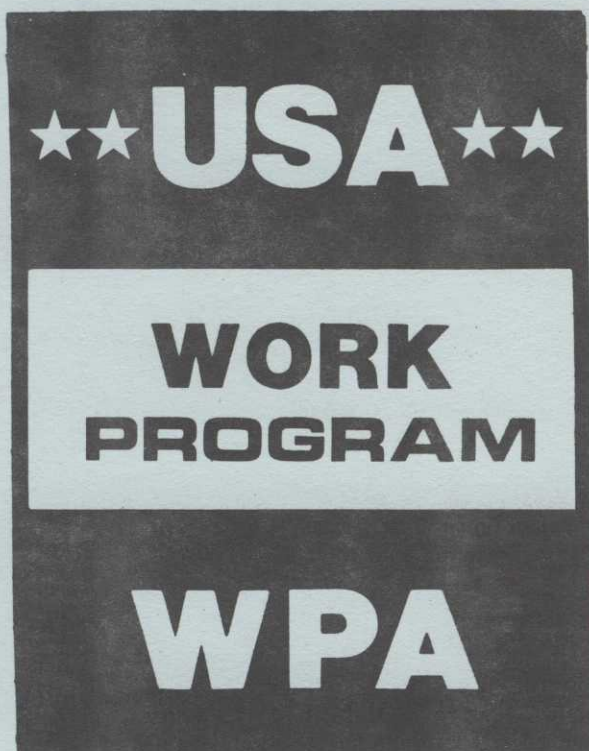
INDIANA COLLECTION
HISTORY

MAKING A BETTER INDIANA WPA LABOR & LEISURE



DISCUSSION GUIDE FOR
MAKING A BETTER INDIANA: WPA, LABOR & LEISURE

By Glory-June Greiff



to accompany the slide/tape program "The WPA: Indiana's 'Rocky' Road to Recovery"

The viewpoints expressed in this discussion guide are those of the project director and participants, and do not necessarily reflect those of the Indiana Committee for the Humanities.



Sponsored by the UAW-CAP Council of Greater Marion County

The "New Deal" Rabbit Did His Stuff

TYPICAL POLITICAL CARTOONS of the 30's

13 April 1936



Peeping Into The Future

24 January 1936



Some positive comments from people involved with the WPA:

"You know, contrary to some of the stories you hear today, I think the WPA did a lot of good...The purpose was to put people to work, and they did. I can think of several projects around town here that turned out real nice and were a big help to the city of Fort Wayne."

*Noble Cochran
former WPA worker, Fort Wayne*

"I thought the whole thing was very, very worthwhile...These projects did a lot of good."

*Roberta West Nicholson
former Marion County WPA
administrator*

"The construction was good and long-lasting—as we see, it's still existing."

*Bernie Ruhl
Fort Wayne Department
of Parks & Recreation
son of WPA foreman*

"Personally I think it was one of the best things the country ever had during the Depression..you can see the accomplishments [of WPA] still standing from '36, '37, '38.

I think right now—today—the way the economy's going it'd be feasible to have something like this. What's the use of letting men stand on the street corners? I think it'd be a great thing, myself; the majority of people would."

*Gerald H. Skinner
former WPA worker, Oolitic*

"The WPA is doing a great service for professional workers...Artists are given every aid and assistance possible, and a greater inspiration in art and expression is being experienced throughout the state and nation as a result of this co-operation."

*Charles E. Bauerley
WPA artist, Indianapolis
(murals in Naval Armory)
Indianapolis Star
8 January 39*

"The WPA, which to many means just a 'pick and shovel gang', may have been justly criticized in its made work projects, but there is one division of the vast relief program which has done immeasurable good. That is its public recreational work. The recreational activities, which reach into many fields, have been given virtually unanimous approval by non-partisan groups such as the League of Women Voters, parent-teacher associations, and other similar organizations."

*E. Gerald Bowman
Indianapolis Star
6 August 39*

BACKGROUND

If you were to ask anyone at random about the WPA, the Roosevelt administration's work relief program of the latter 1930's, chances are, if he's heard of it, his answer will be laced with tales of workers leaning on their shovels, "boondoggling", "make-work". And yet, the Works Progress Administration is one of the New Deal agencies that has left us a visible record of its success. Nearly 50 years later, we still use much of the fruit of WPA labor. Instances of shirking or corruption in the WPA ran far less rampant than in many government departments today; unquestionably, an amazing amount of work was completed. Evidence proves there was far less waste than on projects nowadays, public or private, despite contemporary political cartoons to the contrary. Popular history has not been kind to the WPA; it is time to set the record straight.

The 30's were called, by WPA muralist Edward Laning, "our Golden Ages, the only humane era in our history, the one brief period when we permitted ourselves to be good. Before that time all was business, and after, it has all been War." While some may argue that nostalgia had gilded Mr. Laning's memory, clearly the decade offers numerous lessons for a later age of tightened belts.

The Great Depression, which had continued to worsen since the 1929 stock market crash, had the United States in the grip of utter desolation. President Hoover and his advisors took relatively little direct action, for there was widespread belief in economic circles that there was little they *could* do; the depression had to "work itself out". Even Tin Pan Alley was forced to admit that life was *not* a "bowl of cherries", and offered the desolate lament "Brother, Can You Spare a Dime?" as a more suitable theme song for those terrible years. Maybe because there was little historical precedent for the government stepping in, outwardly the people as a whole remained surprisingly docile about the Depression, with few succumbing to the rhetoric of either extreme, and few outbursts from the "little man". Jobless, starving World War I veterans did march peacefully on Washington in 1932, demanding their rightful bonus money then, when they desperately needed it, not 20 years hence, but in a shameful display they were driven out by soldiers under General MacArthur and his aide Dwight D. Eisenhower. However, as a rule people were more subtle in their protest; despairing transients searching for work called their wretched camps located outside most cities "Hoovervilles".

Naturally, the American people in 1932 were fed up and willing to listen to a man who appeared to have some answers, and swept Franklin D. Roosevelt into the Presidency. He didn't waste any time. An incredible number of programs went into effect his first 100 days in office, among them the Federal Emergency Relief Agency, specifically to aid the unem-

ployed. So great was the emergency that a large portion of FERA money had to be doled out as direct relief, but Harry Hopkins, a former social worker whom Roosevelt had appointed director, believed from the start that the government had a responsibility to provide jobs to those who were unemployed through no fault of their own, and so began a rudimentary work relief program. By the fall of 1933 it was clear the government was not getting men back to work fast enough, so Hopkins convinced FDR to establish the temporary Civil Works Administration (CWA), designed to carry the unemployed through the winter. CWA was criticized by some as merely "make-work"—though of course, the idea of it was to get a lot of men back to work quickly—and by others as insufficient, since it ended in March 1934. The FERA, still in effect, established a stronger work relief program at this time, and many major FERA and CWA projects, especially roads and parks, were later completed or extended by the Works Progress Administration. Fall Creek Parkway in Indianapolis was one such longterm project.

Two other federal agencies that administered work programs also had come into existence during FDR's first frantic days: the Civilian Conservation Corps (CCC) and the Public Works Administration (PWA). The latter was frequently confused with WPA because of the similar initials and because on occasion they dealt with similar projects. But the PWA was strictly construction of large-scale projects over \$25,000—a hefty sum then—of public works and buildings such as hospitals, schools, courthouses, dams, waterworks, and also slum clearance and public housing. 51 modern, humane apartment complexes were built around the country; Indianapolis boasted perhaps the most beautifully designed project, Lockefield Gardens. The Public Works Administration did, of course, give jobs to the unemployed on these construction projects, but to be out of work was not a requirement to be hired. The concept behind PWA was to stimulate heavy industry in order to boost the economy.

The CCC was possibly Roosevelt's most successful New Deal innovation. The idea was to save our natural resources while simultaneously saving our youth. Jobless young men from 16 to 23 were trained and put to work in parks and forests. They lived in camps and were required to send a portion of their monthly earnings to their families. Critics found it difficult to condemn a program that had young men growing healthy in the Great Outdoors while helping the country besides. The CCC, of course, was a great help in keeping restless youth off the streets in already troubled urban areas.

Meanwhile, Franklin D. Roosevelt was ready to put Hopkins' work relief program into effect. In 1935, FDR told Congress that the dole was "a narcotic, a subtle destroyer of the human spirit....I am not willing that the vitality of our people be further sapped by the giving of cash, of market baskets, of a few hours of weekly work cutting grass, raking leaves, or picking up papers in the public parks. The Federal Government must and shall quit this

business of relief." The Works Progress Administration with Harry Hopkins in charge began that summer to provide *work* to employable persons in need, and to reduce the relief rolls. If at all possible, the skills of the person were applied to the job. Governor Paul V. McNutt was an enthusiastic New Deal supporter, so Indiana's WPA program took off immediately with projects sponsored by local governments, and soon filled its quota with the formerly unemployed, greatly easing the county relief loads.

So widespread was WPA activity that it is difficult to comprehend how a large segment of the public could be unaware of its positive impact even as it was going on around them. The largest expenditure of WPA money and manpower in Indiana went to roads in the farm-to-market program, and for streets and sidewalks in the towns. Even today, it is still possible to find a stretch of pavement stamped "built by WPA". The Works Progress Administration built or improved waterworks and sewer systems, school buildings, armories, city halls, airports (a necessity of the new age), and all manner of public buildings. They conducted classes in arts and crafts, and training programs in various vocational skills. The WPA Women's Division employed thousands in their sewing project, and the fruits of their labor went to those on relief who were needier still. They rebound books in libraries that, due to the Depression, had been unable to buy new volumes. County records were collected and organized into more usable files. (This has been a boon to latter-day genealogists.) No skills were ignored; actors, directors, and theater technicians produced plays and took them on the road to people who had never before seen a live theatrical performance. Musicians, too, were employed in this manner. Music and theater also played a large part in the WPA's recreation program. Writers worked in public relations jobs in the WPA programs, and in every state produced a guidebook, but it was widely agreed that *Indiana, a Guide to the Hoosier State* was among the best of these. It is available today in many public libraries, over 500 pages of still-fascinating reading. Researchers went out on the field collecting folklore that likely would have been lost without WPA. For perhaps the first time, art went public; art *about* people was brought to the people in the murals that were painted in public buildings everywhere, and in the sculptures that graced their lobbies and courtyards.

And the Works Progress Administration met the newly-voiced needs of the people for a more satisfying life through recreation. Due to new labor laws creating shorter hours, even those who were employed now had more leisure time than ever before. A burgeoning recreation movement urged that this time be used "advantageously", and so the WPA complied with this notion, converting old buildings or constructing new community/recreation centers where classes for all ages were held, plays and concerts performed, and indoor sports enjoyed. These buildings ranged from purely functional gymnasiums to some very

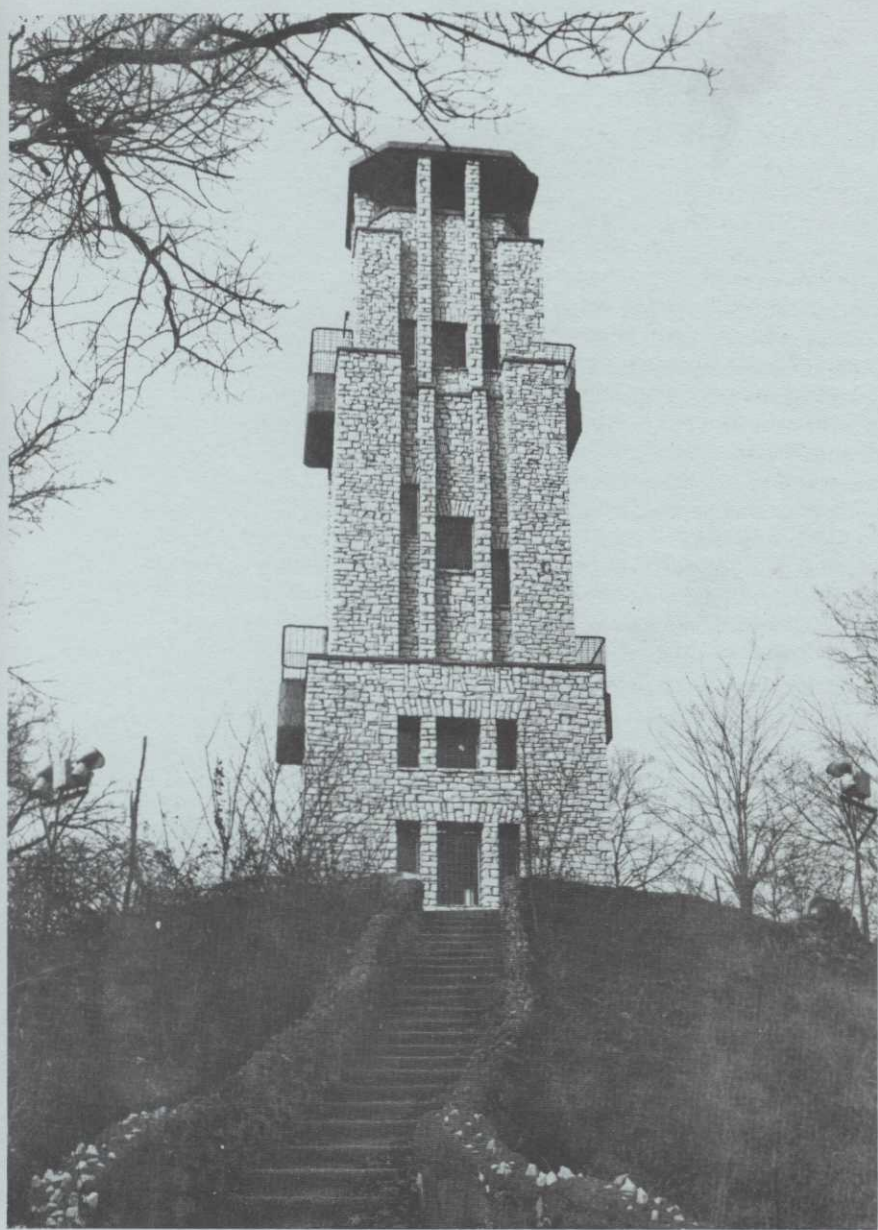
attractive structures of high architectural merit. Imaginative uses of native materials were frequent, for the federal money granted to projects under the WPA was meant to cover wages; the local sponsor generally provided the land, tools, and materials. With the depressed economy little money was available for purchasing, obviously, so sponsors relied heavily on donations, especially of land, and materials at hand. In the Bloomington-Bedford area, for example, we find abundant limestone and sandstone construction; up north, glacial fieldstone walls and structures are a common sight. Native timber was used extensively in southern Indiana, in many cases with exquisite craftsmanship.

All the roads the WPA built helped create the need for a new concept, the roadside park. Indiana was among the leaders in developing this type of facility, largely with WPA or CCC labor, or with workers from the National Youth Administration (NYA), a sort of junior division WPA for ages 16-23 that allowed youths to complete their high school or college educations, or to gain needed job experience. Fairgrounds, including, of course, the State Fair, were improved or expanded to accomodate the larger crowds that were now able to attend from outlying areas.

Every possible kind of recreational facility was constructed by WPA, even such delights as skating ponds, ski slopes, and snow slides for children's sledding. (One is still much enjoyed in North Judson.) Zoos were expanded; many parks sported duck ponds or monkey islands. Community centers nearly always included—or often were little more than—gymnasiums, especially if they were attached to schools. The WPA built hundreds of athletic fields in Indiana for softball, baseball, and football, from simple graded spaces to quite elaborate stadiums, frequently, but not necessarily, adjacent to high schools. Some sports previously considered the domain of the country club set were given wide public access as WPA workers built or expanded tennis courts, golf courses, and swimming pools in towns all across the state. Many of the bath houses erected for these were quite attractive and still stand, though some have been abandoned, largely due to rising vandalism. South Bend's Walker Field pavilion is one of the finest; a particularly nice fieldstone structure stands in New Castle. For children, most WPA park projects included a concrete wading pool, but these are rather difficult to find today, as they were closed down with the polio scare of a few decades ago, and most torn out. All these increased recreational opportunities and facilities combined to make parks for the *people*—as opposed to the formalized greenspaces of previous years—which were great sources of community pride.

Many city parks were showcases for the imaginative use of native materials. Cascades Park in Bloomington contains drinking fountains, shelters, and picnic tables of limestone slabs. Battell Park in Mishawaka may well represent the epitome of fieldstone creativity, with its cascading rock gardens, fountains, loveseats, and urns. Michigan City's Washington Park is filled with fences, walks, benches, and shelters all of salvaged material, and crowned with a magnificent limestone-faced tower whose framework is a discarded railroad structure from the South Shore Line. WPA workers were frequently called upon to demolish old public buildings, carefully saving the bricks and stone and anything else for future reuse. In Oolitic, a deserted train depot was moved about three blocks to the grounds of the high school, where it was faced with limestone and converted to a band room. In Huntington an abandoned limestone quarry, seemingly useless land, was transformed into a beautiful sunken garden with lagoons, bridges, and fountains. Swampy, mosquito-ridden sections of the St. Joseph River that flows through South Bend-Mishawaka were filled in with discarded chunks of concrete to form islands surrounded by retaining walls of the same salvaged material cemented together. Variations of this were used for erosion and flood control along rivers throughout Indiana. Economic necessity required this inventive use of materials from the region's natural sources and recycled manufactured material, and it is obvious even today that practicality did not preclude, but rather inspired, creativity with attractive and useful results. All in all, it is difficult to comprehend the intensity of some of the criticism leveled against the Works Progress Administration. That it cost more per unemployed person in actual cash outlay is true, but irrelevant. With the WPA program, the government got an actual return in labor on its investment, the local community benefited directly and indirectly, money was circulated and some returned to the government via taxation, and a worker's pride was left intact. Nothing else fulfilled all these needs so well. As WPA director Harry Hopkins enthusiastically maintained: "only a work program can answer...all aspects of the unemployment problem. Only a job can answer the problem of a jobless man; only a wage will increase purchasing power, for a basket of groceries starts no dollars circulating; only through work can these people make their contribution to our national well-being." Certainly one may argue points of administration, wages, hours, and eligibility, but the logic behind such a program appears irrefutable.

The 30's, whether or not our "Golden Age" of humanitarianism, left us a tangible record from which we may draw examples and comparisons for today. Those troubled times gave us lessons for our own, and the WPA may be worth studying not merely as an innovative and controversial notion buried in history, but for its useful application to contemporary problems. The past is prologue; our yesterdays determine our future. Let us take heed.



SUGGESTIONS ON PROGRAM PREPARATION

It is wise for the presenter/discussion leader to familiarize himself with the material: preview the slide/tape show! (Be sure that whomever is running the projector is familiar with the equipment and the way the program is set up to be presented. Instructions should have been included with the slide/tape package.)

Discussion leaders—especially those who anticipate a local audience or teachers who wish to gain their students' attention if the program is to be used in a classroom—are encouraged to check what WPA work was done in the immediate area. This may require some detective work! Likely suspects are parks (expansion, improvements, or new), schools, waterworks and sewer systems, streets and sidewalks, county roads, bridges. Records are not always easy to find. Local newspaper files may be one source; if available, minutes of park board meetings and public works commissioners' meetings 1935-41 can be useful. Libraries are a logical place to try; in fact, libraries themselves were often the beneficiaries of WPA projects that rebound books. In county seats the records may yet exist in the courthouse. If there is a local historical society, they may be of help, though unfortunately this era remains sadly neglected. Perhaps your local library or historical society conducts an oral history project that may have recorded some local WPA experiences. (You may even wish to start a project of your own.) Longtime community residents are often an excellent source of information. (Teachers may consider making the search for local WPA work a class assignment.)

Even though the slide/tape show is self-contained, be prepared to introduce the subject to your audience and let them know what they will see.

As presenters and/or discussion leaders of this program, you are urged to have a clear objective in mind. What do you hope to achieve? Certainly you will wish the audience to leave with greater knowledge of the range of WPA activity in Indiana, and the New Deal in general. Secondary school teachers, in particular, may find that this presentation fills a gap that exists in available materials on the WPA, and also will help bring awareness of the WPA's work in the students' own community.

A valid goal for a labor audience might be to make a point, to use the WPA as an example for a possible solution to current unemployment problems. Perhaps you may wish to demonstrate the part that every community, large and small, played in fulfilling the WPA's purpose, or instill a sense of place into your community in particular.

Do you hope to rally the audience, to form opinions? Do you want the members of the audience to take action, eg., to write their representatives in favor of reconstituting a WPA)? Keep your goals in mind as you plan your comments after the slide/tape presentation and lead into the discussion.

GUIDE TO SUCCESSFUL DISCUSSION PROGRAMS

The slide/tape presentation "The WPA: Indiana's 'Rocky' Road to Recovery" may certainly be used as a program complete in itself. But its contents raise many questions that form the basis for a stimulating public discussion, whether from a historical perspective, or from its relevance to current conditions and issues. There are numerous ways to handle this type of program. A single person may give a talk of his own using the slide/tape presentation as a point of departure. A panel of speakers may do the same, each, perhaps, with his own area of expertise. The nature of the subject is such, though, that audience participation is desirable and should be encouraged. Allowing a sufficient period of time for questions, then, is a must, and speakers in their presentations might include provocative statements and rhetorical questions to stimulate thinking. If public discussion is the *prime* motivation of your program, however, then it might be wise to dispense with "speakers" altogether, and instead designate a person to function as discussion leader. (Two people often can work well together in this capacity, if there is sufficient rapport between them. Often their backgrounds will allow differing points of view to be introduced more readily.) If—as happens—there are no immediate hands in the air or comments from the group, it is helpful to have someone in the audience pre-designated to offer an observation. The discussion leader should immediately toss out a "hot potato". Be sure to phrase questions with "what do *you* think—?" initial questions usually will vary with the type of audience: small town groups, for example might respond to a question about a local project and the probability of its existence without WPA. Often the main thrust of the discussion will wander far from the introductory remark. Be prepared, though, to inject new ideas when a discussion begins to lag or stray from the general subject.

The typical focal points of discussion to which the slide/tape presentation lends itself all may well be of universal interest, but some, it is clear, are especially relevant to a specific audience.

SUGGESTED DISCUSSION TOPICS

What did you think of WPA (and/or PWA, CWA, FERA, NYA)?

Did this presentation make you more aware of the scope of WPA activities?

Did any of you work for WPA (CCC, NYA)? *(This can bring out a wealth of fascinating information and is particularly suitable for older audiences in small towns and labor groups. If the audience is younger, perhaps their fathers or mothers—even their grandfathers or mothers—worked for WPA.)*

What effect did WPA have on this town (or the hometowns of the audience) or community? *(Make sure that you are aware of some significant local project!)*

Do you think this could have been accomplished without the WPA?
(For example, the mayor of Bedford in the 30's commented that only about 5% of the work done there—mostly parks construction and improvements—could have occurred without WPA. The Indianapolis Times made a similar statement about that city's street repair, flood control, etc.)

Do you feel the work of the WPA helped the local community's sense of place in the New Deal, at least insofar as it applied to Indiana?

How did the WPA projects work to shape the community's image of itself?
(WPA workers were, with few exceptions, employed on local community improvement projects.)

Do you think this helped maintain the worker's sense of pride, that he was working to improve his city? (Or do you think some were embarrassed that their neighbors could see them?)

How did the WPA affect families?

What do you think the general impact of the WPA was on the environment?
(A large commitment was to construct and improve parks, from playgrounds to state recreation areas.)

What can we learn from the WPA's practice of recycling and salvaging used materials instead of discarding them, and of using common local materials *(glacial stone in northern Indiana, limestone around Bloomington-Bedford)* rather than importing them?

With the greater awareness and attention to preserving the environment today, why is this no longer common practice? Shouldn't this be encouraged—perhaps even required—on government projects?

How did WPA affect the human condition (quality of life) in Indiana?

How would artists and our awareness of art have differed without WPA?
(This may refer to both the participatory and the bringing of cultural events to small towns throughout the state—classes, choirs, and local bands; the touring theater groups, orchestras, and art in public buildings.)

Recreation projects—teams and classes as well as parks, community buildings, and playing spaces—were a major effort of WPA largely because of the new awareness of the value of recreation and using one's leisure time effectively. How have attitudes toward leisure changed?

How have our attitudes changed toward government subsidized programs?

The concept behind WPA was to get unemployed workers "off the dole" and on to a job—a sort of tradeoff so that the government got something in return instead of merely providing relief. *(Of course, many feel that this is what is lacking in our present system of welfare today.)* Do you feel a program similar to WPA could succeed today?

Do you see the need for similar kinds of work such as the WPA most often provided? (Indeed, perhaps on some of the very parks and streets built by them originally?)

What are some new activities that a WPA of today could take on?

What were the benefits of WPA compared to the costs (tangible and intangible) of relief and the stigma of unemployment?

What could be the benefits of a WPA-type program today, as compared to the costs of unemployment?

How do you feel this might work in your town?

What were some of the negative aspects of WPA? How might these have been overcome?

How might such problems be overcome if a similar program were to be attempted today?

What changes might you recommend in administration of a new WPA?

How could (or should?) organized labor relate to or participate in a modern WPA?

What public images of the WPA must be overcome? Do you think these are largely due to negative press coverage?

Given the visual proof of WPA's accomplishments, why do you think a negative image persists? (Do you feel there is justification? Why?)

How have government priorities changed? Do you feel this represents the view of the people as a whole?

How do you feel about the idea that the military has "taken the place of" programs like the WPA, both in government spending priorities, and also in the military's emphasis on jobs and job training in the various branches of service?

What do you think of a new NYA-type program to help kids just out of school (or still in school) get training and experience? (*Secondary school teachers can use this topic as an ideal way to relate the New Deal to their students.*)

Who exactly would be opposed to a WPA today and why? What considerations need to be made today and what is their effect on the longterm good of society?

What relevance does the belief in a work ethic have today? How important is it to *earn* one's salary? How important is the "meaning" of the work?

What can be done to improve a worker's "sense of place"?

How does a modern WPA fit into this concept?

How do you feel about the idea that everyone is entitled to a job? (*Obviously, this could set off some fireworks in a labor audience.*)

Has the value of so-called "rugged individualism" again replaced "for the common good"?

How does this affect our beliefs in the concept of a new WPA?

Does this value have relevance in our increasingly interdependent society?

Once a discussion takes off, many more topics of relevance may be uncovered. Or, you may discover that one topic catches the fancy of the audience for the entire discussion period. (This happens most frequently when talking of personal experiences on local projects.) Even should this be the case, there will likely be plenty of opportunity to inject some of these other ideas.

Well over forty years have passed since the WPA ended, yet emotions still run high. How long does it take before a subject may be discussed with objectivity? *(Secondary school teachers, particularly, may ponder this problem, even in the textbooks.)*

THE WPA AND HUMAN VALUES

The WPA idea was obviously based upon a system of values accepted by a large segment of society, uniquely American values, perhaps, that can be identified and hence preserved in one form or another.

To ask direct questions about values *per se* is not generally the most useful method of exploring these concepts. Rather, an alert discussion leader will note certain values manifested in ideas and experiences, indeed, in the very questions put forward by members of the audience. He may then wish to focus on these values and instigate a discussion among the audience on their origins, their universality (or lack thereof), their relevance today. (Eg., "Your statement suggests your belief in a work ethic. Do you feel this standard has as much validity in today's society as it did in the 30's?" or, "Do you feel this work ethic was a major factor in the success of the WPA?")

The following are societal values implied by the existence and acceptance of the WPA. You may think of others.

1. The whole community has a responsibility for the well-being of the individual.
2. Community is more important than individualism, i.e., "working together for the common good".
3. Individuals have a right to expect that their government (elected by the people) shall provide help when they suffer adversity through no fault of their own.
4. Everyone who wants to work is entitled to a job. The consumer has the right to be a producer.
5. The government (of the people) should look to the quality-of-life needs of the people as well as their economic wants, eg., parks development, public art.
6. The most important thing in life is not making a great deal of money; it is following accepted Judeo-Christian values, which may include a work ethic.
7. There are traditional ethical/spiritual values in America that deserve to be proclaimed, and will see us through crises if we persevere.
(Both FDR and Ronald Reagan used and encouraged this type of idea, but through different means for different ends.)

**list of values suggested by Dr. Milton L. Farber and Charles Ellinger.*

BIBLIOGRAPHY

A look at one or two of these books as noted will help the presenter become familiar with the sequence of events and nature of the WPA, its predecessors and contemporaries, and its place in New Deal philosophy. Suggested reading for further in-depth study of the New Deal era is included in this list. (Little has been written specifically about the WPA.) In libraries most books written about this era are numbered 973.917 under the Dewey Decimal System; those dealing more closely with economics or the arts will be found in those sections. Periodicals of the time give contemporary insight. *Recreation* and *American City* are two magazines that contained frequent articles on the WPA.

Brogan, Denis W. *The Era of Franklin D. Roosevelt* (1950)

Chapter V, "The Needy and the Insecure", deals with the WPA; the next chapter discusses the PWA.

Conkin, Paul K. *The New Deal* (1967)

A short book that mentions the WPA but briefly. Rather negative toward FDR and his "welfare" programs.

Hopkins, Harry L. *Spending to Save* (1936)

From the horse's mouth, the inside story—written, however, when the WPA had been in effect less than a year. The director of the WPA explains the philosophy behind the work programs and their preference to relief, leading through FERA and CWA into WPA.

Ickes, Harold L. *Back to Work: the Story of PWA* (1935)

The inside word from the director of this New Deal program, frequently confused—and at odds with—the WPA. Harold Ickes was Secretary of the Interior.

Indiana Federal Writers Project *Calumet Region Historical Guide* (1939)

A work of high quality by WPA writers, and a source of information on some WPA construction in Lake County.

Indiana Federal Writers Project *Indiana: a Guide to the Hoosier State* (1941)

Considered to be one of the best of the state guides produced by WPA writers.

Leuchtenburg, William E. *Franklin D. Roosevelt and the New Deal* (1963)

Highly regarded as one of the best treatments of this era. Chapter 6, "One Third of a Nation", deals with the WPA and its predecessors.

Leuchtenburg, William E., ed. *The New Deal: a Documentary History* (1968)

Excellent source of contemporary opinion. Excerpts 16 and 17, "WPA Spending" and "NYA on Campus", are particularly relevant.

- McDonald, William F. *Federal Relief Administration and the Arts*
Not recommended as background material; suitable however, for in-depth study of "the origins and administrative history of the arts projects of the WPA".
- Madison, James H. *Indiana through Tradition and Change 1920-1945* (1982)
The history of Indiana between the World Wars. Chapter IV, "The Politics of the 1930's: Relief and Reform", in particular deals with the WPA in Indiana. It does not, however, delve into specific projects.
- Meltzer, Milton *Violins and Shovels: the WPA Arts Projects* (1976)
A useful book from the point of view of a WPA artist; gives considerable contemporary opinion.
- Perkins, Dexter *The New Age of Franklin D. Roosevelt 1932-45* (1957)
Only the first three chapters are concerned with the New Deal years; the author, though purporting to be objective, writes in a rather intrusive style. Treatment of WPA very brief.
- Phillips, Cabell *From the Crash to the Blitz 1929-1939* (1969)
A general chronicle of the 30's. Chapter 12, "End Poverty in America", deals specifically with the WPA.
- Rauch, Basil, ed. *The Roosevelt Reader: Selected Speeches...of FDR* (1957)
In his annual message to Congress in January 1935 (pp. 130-36) FDR introduced his WPA program of meaningful and useful employment to combat the "narcotic" of relief.
- Rauch, Basil *The History of the New Deal 1933-38* (1944)
Written without the advantage of historical perspective. More suitable for in-depth study of New Deal policy, since the WPA is not treated separately.
- Sherwood, Robert E. *Roosevelt and Hopkins* (1948)
Only a very small portion of this book is concerned with the New Deal. Essentially one chapter, "The Relief Program", gives some background and insight into the workings of the WPA and its predecessors. (Harry Hopkins was the head of FERA, CWA, and WPA.)
- Terkel, Studs *Hard Times* (1970)
Oral histories of the Depression. Not indexed.
- Wechter, Dixon *The Age of the Great Depression 1929-1941* (1948)
Chronicle of the 30's. The chapters "The Hundred Days" and "The Citizen and His Government" give useful details on the FERA, CWA, and WPA. Later in the book the WPA Arts Projects are discussed.

"WPA, Labor & Leisure 2: the Guide"
Glory June Greiff, Project Director

*THANKS TO THE FOLLOWING PEOPLE for comments, suggestions,
and critiques of the material:*

Charles Ellinger, IU Division of Labor Studies
Dr. Milton L. Farber, Butler University
Dr. George Geib, Butler University
F. Gerald Handfield, Indiana Historical Society
Don Scheiber, AFL-CIO/United Way of Lafayette
Gino Sorcinelli, IU Division of Labor Studies
James Wallihan, IU Division of Labor Studies
Linda Winchell, Pike Township High School

THANKS ALSO TO:

Ronald W. Byers
Jane Ellen Fisher
Steve Peters
Gerald H. Skinner
Edward Yates



Funded by

The Indiana Committee for the Humanities

4200 Northwestern Avenue
Indianapolis, Indiana 46208

